

SKRIPSI



**THE READING COMPREHENSION
OF THE TENTH GRADE STUDENTS OF SMA PGRI 1 PATI
IN THE ACADEMIC YEAR 2015/2016
TAUGHT BY USING READING ENCODING ANNOTATING
PONDERING (REAP) STRATEGY**

**By
KIKI PUTRI KUMALA SARI
NIM 201132011**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
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2016**

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This is to certify that the Skripsi of Kiki Putri Kumalasari (NIM 2011-32-011) has been approved by the skripsi advisors for further approval by the Examining Committee.

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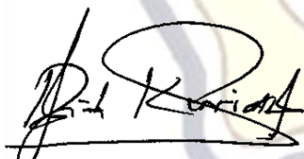
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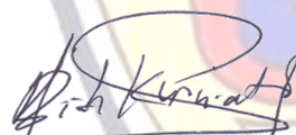
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MOTTO AND DEDICATION

Motto:

- ❖ *If he can do it, so can I.*
- ❖ *Stop dreaming and start doing.*
- ❖ *Don't contaminate your heart cause Allah on it.*
- ❖ *To get a success, your courage must be greater than your fear.*
- ❖ *Better to feel how hard education is at this time rather than fell the bitterness of stupidity later.*

Dedication:

- ◆ *Allah SWT the Almighty.*
- ◆ *My beloved Mother and Father.*
- ◆ *My beloved husband and friends who always support me.*
- ◆ *My beloved teacher*

ACKNOWLEDGMENT

Bismillahirrahmanirrahim

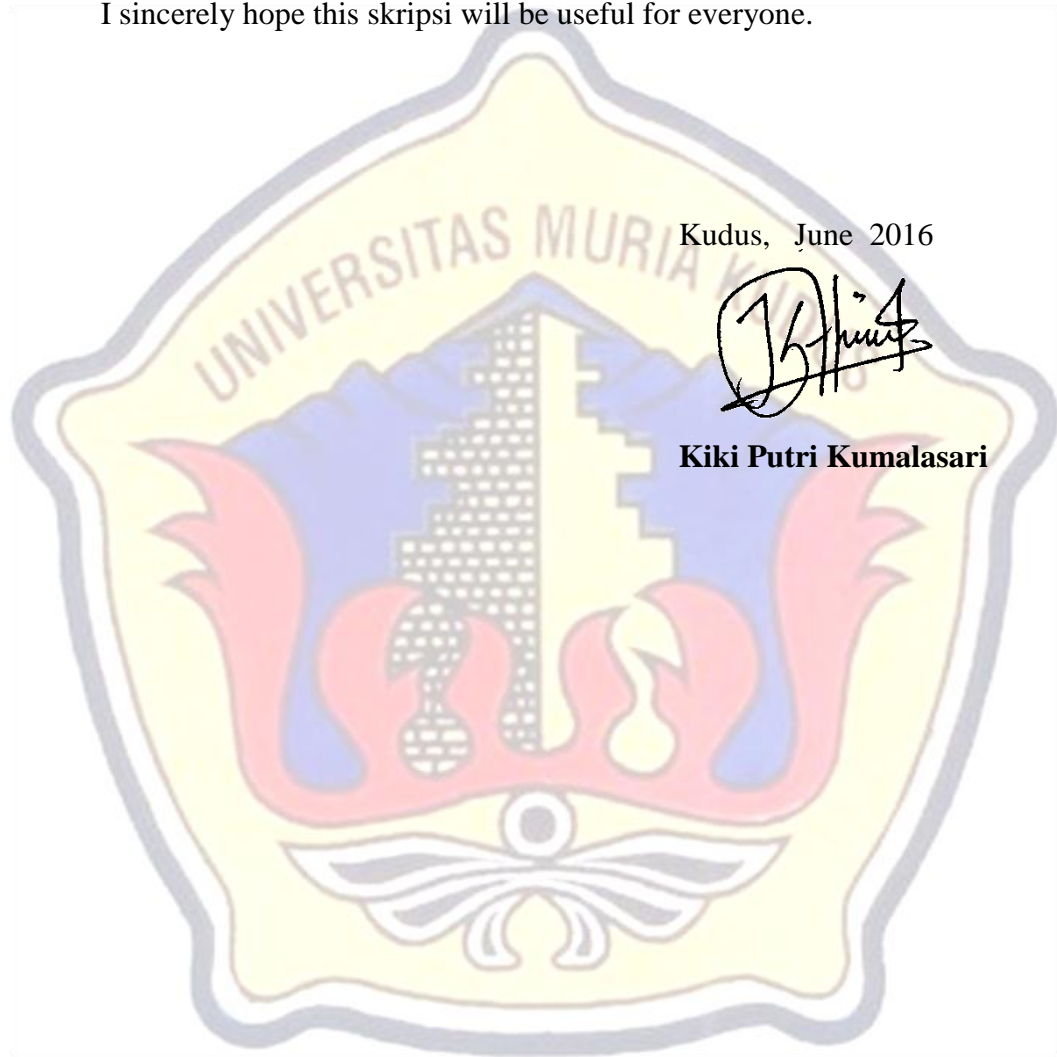
There will never be another greatest thank except to Allah SWT for blessing and guidance, so the researcher can finish her skripsi entitled “The Reading Comprehension of the Tenth Grade Students of SMA PGRI 1 Pati in the Academic Year 2015/2016 Being Taught By Using Reading, Encoding, Annotating, Pondering (REAP) Strategy”.

This skripsi would never be completed without assistance of others. Therefore, the writer would like to express my deepest gratitude to:

1. Dr. Slamet Utomo, M.Pd, as the Dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Diah Kurniati, S.Pd, M.Pd, as the Head of English Education Department.
3. Drs. Rismiyanto, SS, M.Pd. as the first advisor and Drs. Rusiana, S.Pd, M.Pd. as the second advisor, who have guided me during the writing of skripsi.
4. Drs. H. Suharto, S.Pd, M.S as the head master of SMA PGRI 1 Pati who has given the opportunity to do her research.
5. Asri Dyah Purbotanjung S.Pd as the English teacher of SMA PGRI 1 Pati who gave his time in helping this research.
6. The tenth grade students in X-I of SMA PGRI 1 Pati in the academic year 2015/2016 for their participation.

7. The researcher beloved parents and husband who always giving their love, pray, support and do the best for her.
8. The researcher friends, Lina, Riha, Ririn, Jea, Mbak Lia who always giving support for her.

I sincerely hope this skripsi will be useful for everyone.



ABSTRACT

Kumalasari, Kiki Putri. 2016. *The Reading Comprehension of the Tenth Grade Students of SMA PGRI 1 Pati in the Academic Year 2015/2016 Being Taught By Using Reading, Encoding, Annotating, Pondering (REAP) Strategy*. Skripsi English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Rismiyanto, SS, M.Pd. (ii) Rusiana, S.Pd, M.Pd

Keyword: *Reading Comprehension and REAP Strategy*

Reading is one of the important skills to be mastered in language learning. From reading we can get any information easily and also can increase our knowledge. This idea is supported by the fact that reading has become a part of daily life. The reading comprehension is an activity of the readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information is founded in the text or understanding contents of the text. In the teaching learning process especially in teaching reading the teacher must be used the appropriate strategy. Because some students still get difficulties in comprehend the content of the text, it is make the students felt bored and not pay attention in teaching learning process. The researcher tries to solve the problem that faced by the students by using REAP Strategy. REAP strategy is one of the appropriate strategy to teaching reading where stand for reading, encoding, annotating, pondering.

The objective of this research is to find out whether there is a significant difference between the reading comprehension of the tenth grade students of SMA PGRI 1 Pati in the academic year 2015/2016 before and after being taught by using REAP strategy. This research used experimental research with one group design. The population used is the tenth grade students of SMA PGRI 1 Pati in the academic year 2015/2016. The researcher got one class as sample of the research. The sample was chosen by using cluster random sampling technique. There was one class was chosen, it was X-I that consisted of 46 students. The researcher used a test as instrument of the research. The form of the test was multiple choices test consisted of 25 items.

The result of this research shows that the reading comprehension of the tenth grade students of SMA PGRI 1 Pati in the academic year 2015/2016 before being taught by using REAP strategy is categorized as sufficient with the minimum score 52 and the maximum score 84 (Mean = 71.46 and standard deviation = 8.61). Besides that, the reading comprehension of the tenth grade students of SMA PGRI 1 Pati in the academic year 2015/2016 after being taught by using REAP strategy is categorized as good with the minimum score 64 and the maximum score 92 (Mean= 81.76 and Standard Deviation = 7.3). In analyzing the data, the researcher used t-test. In the level of significance 0.05 or 5% and degree of freedom (df) N-1= 45, there is a significant difference between the reading comprehension of the tenth grade students of SMA PGRI 1 Pati in the

academic year 2015/2016 before and after being taught by using REAP strategy. It is shown from the calculation result t-observation (t_o) is 10.25 and the t table (t_t) 2.021. It means the null hypothesis is rejected and the alternative hypothesis is accepted ($t_o = 10.25 > t_t = 2.021$).

After knowing the result of this research that the reading comprehension of the tenth grade students of SMA PGRI 1 Pati in the academic year 2015/2016 after being taught by using REAP strategy is higher than the reading comprehension of the tenth grade students of SMA PGRI 1 Pati in the academic year 2015/2016 before being taught by using REAP strategy. Thus, the researcher suggests that the teacher can use REAP strategy as alternative strategy in teaching reading.



ABSTRAKSI

Kumalasari, Kiki Putri. 2016. *The Reading Comprehension oleh siswa kelas sepuluh SMA PGRI 1 Pati tahun ajaran 2015/2016 menggunakan membaca, Encoding, Annotating, Pondering (REAP) Strategi*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing:

Kata kunci: *Pemahaman membaca dan REAP Strategi*

Membaca adalah salah satu kemampuan penting yang harus dikuasai di pembelajaran bahasa. Dari membaca kita dapat mendapatkan informasi dengan mudah dan juga dapat menambah pengetahuan. Hal ini didukung oleh fakta bahwa membaca menjadi bagian dari kehidupan sehari-hari. Pemahaman dalam membaca adalah aktivitas dari interaksi pembaca dan constructing arti dari bacaan. Penerapan penggunaan dari pengetahuan sebelumnya, dan informasi yang ditemukan dalam bacaan atau pemahaman isi dari bacaan. Dalam kegiatan belajar mengajar khususnya dalam mengajar membaca guru harus menggunakan strategi yang sesuai. Karena beberapa siswa masih mengalami kesulitan dalam memahami isi dari bacaan, itu membuat siswa merasa bosan dan tidak memperhatikan dalam kegiatan belajar mengajar. Peneliti mencoba untuk memecahkan masalah yang dialami siswa dengan menggunakan REAP strategi. REAP strategi adalah salah satu strategy yang sesuai untuk mengajar membaca yang terdiri dari reading, encoding, annotating, pondering.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara pemahaman membaca siswa kelas sepuluh SMA PGRI 1 Pati tahun ajaran 2015/2016 sebelum dan sesudah menggunakan REAP strategi. Penelitian ini menggunakan penelitian eksperimen dengan model satu kelompok. Populasinya menggunakan kelas X SMA PGRI 1 Pati tahun ajaran 2015/2016. Peneliti mendapatkan satu kelas sebagai contoh penelitian. Sampelnya dipilih menggunakan teknik cluster random sampling. Ada satu kelas yang terpilih, itu adalah kelas X-1 yang terdiri dari 46 siswa. Peneliti menggunakan test sebagai instrument penelitiannya. Bentuk tesnya adalah pilihan ganda terdiri dari 25 soal.

Kesimpulan dari penelitian ini menunjukkan bahwa pemahaman dalam membaca siswa kelas X-1 SMA PGRI 1 Pati tahun ajaran 2015/2016 sebelum menggunakan REAP strategi dikategorikan cukup dengan nilai terendah 52 dan nilai tertinggi 84 (rata-rata = 71.46 dan standard deviation = 8.61). disamping itu, pemahaman dalam membaca siswa kelas X-1 SMA PGRI 1 Pati tahun ajaran 2015/2016 sesudah menggunakan REAP strategi dikategorikan bagus dengan nilai terendah 64 dan nilai tertinggi 92 (rata-rata = 81.76 and Standard Deviation = 7.3). dalam menganalisis data, peneliti menggunakan perhitungan t-test. Dalam tingkatan perbedaan 0.05 atau 5% dan df N-1 = 45, ada perbedaan signifikan antara pemahaman dalam membaca siswa kelas X-1 SMA PGRI 1 Pati tahun ajaran 2015/2016 sebelum dan sesudah menggunakan REAP strategi. Itu ditunjukkan dari penghitungan kesimpulan t-observation (t_o) adalah 10.25 dan t

table (t_t) adalah 2.021. itu artinya (null hypothesis) ditolak dan alternative hypothesis diterima ($t_0 = 10.25 > t_t = 2.021$).

Setelah mengetahui kesimpulan dari penelitian ini bahwa pemahaman dalam membaca siswa kelas X-1 SMA PGRI 1 Pati tahun ajaran 2015/2016 sesudah menggunakan REAP strategi adalah lebih tinggi dari pada pemahaman dalam membaca siswa kelas X-1 SMA PGRI 1 Pati tahun ajaran 2015/2016 sebelum menggunakan REAP strategi. Dengan demikian, peneliti menyarankan bahwa guru dapat menggunakan REAP strategi sebagai strategi alternatif dalam mengajar membaca.



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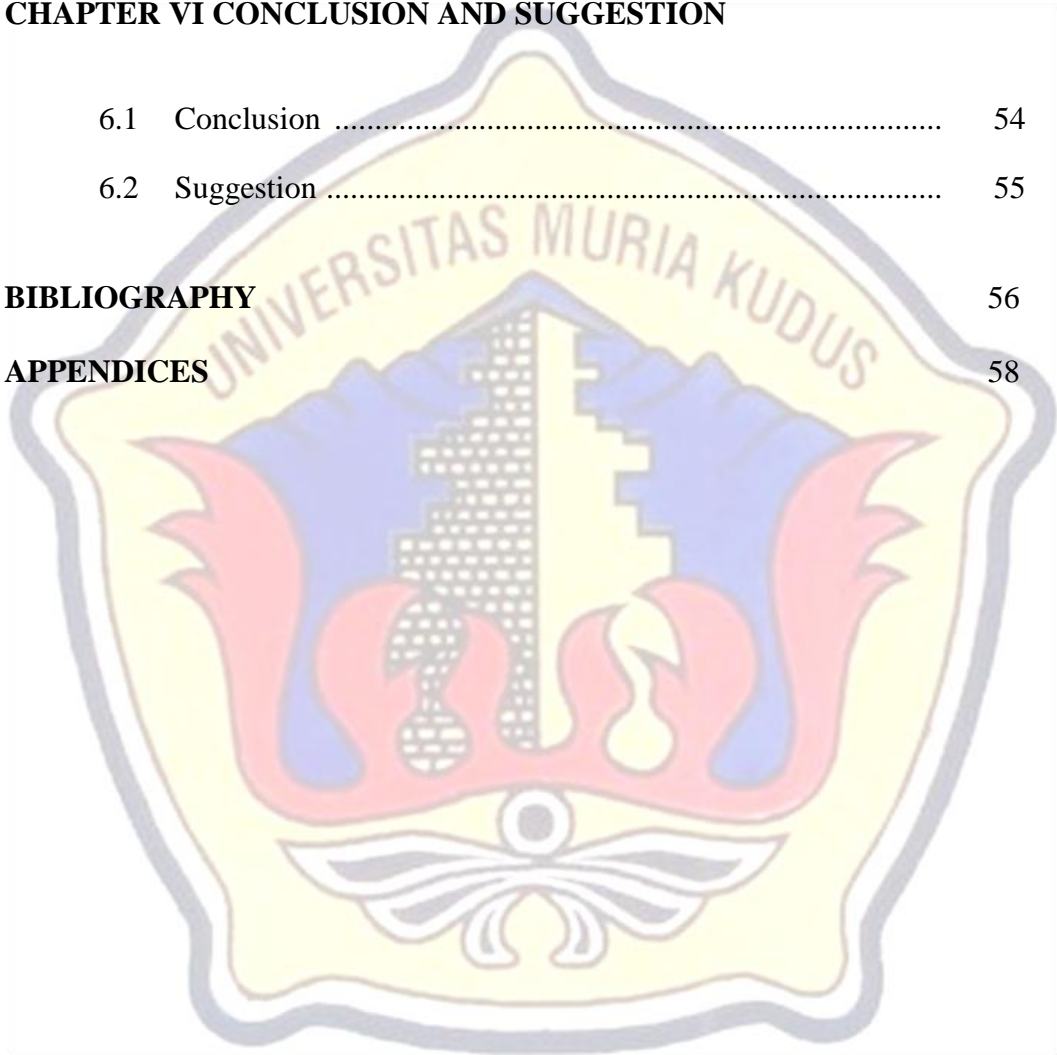
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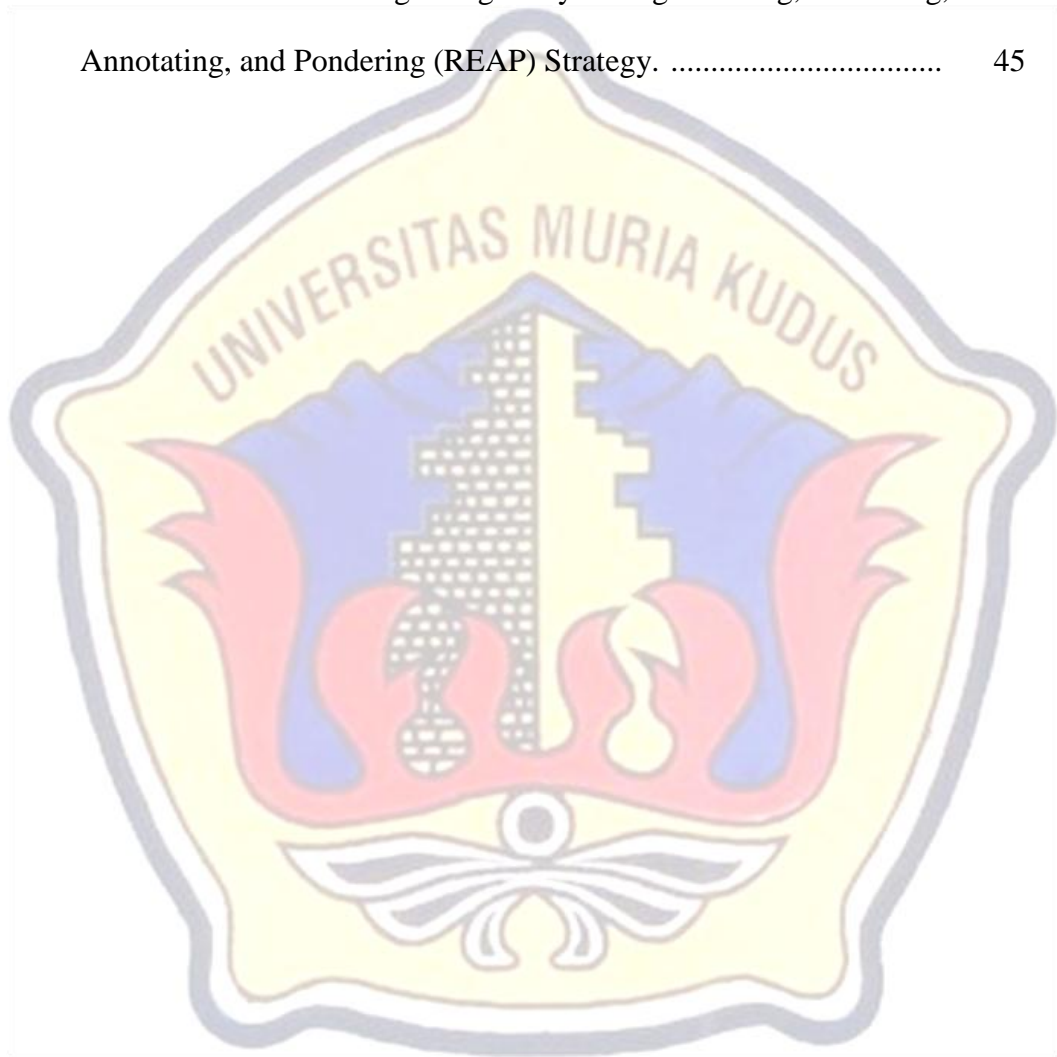
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